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ABSTRACT

Evolution of Northern Arizona University's new Center for Excellence in Education (the former College of Education) is traced and its interaction with the university, schools, and public agencies is illustrated through discussion of two special education training programs. An overview is provided of the numerous changes resulting from the reorganization and from the leadership changes needed to develop the Center; an organizational chart is included. The presentation centers on the partnerships and strategies developed through two special education training programs designed to prepare master's level special educators from rural areas in Arizona and New Mexico. Detailed descriptions of the two programs--the Navajo Special Education Teacher Development Program and the Rural Special Education Project--cover course descriptions, course meeting schedules, stipend options, and areas of certification. It is noted that 26 Navajo graduate students are currently completing courses through the combined field-based and on-campus program and that 11 graduate students from rural areas in Arizona and New Mexico have been funded through the Rural Special Education Project. One course--Bilingual Multicultural Aspects of Special Education--which was specifically developed upon request of the Navajo Tribe is discussed in detail. Commentaries from the Center's leaders are presented in the appendix. (CHG)

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FIELD-BASED RURAL SPECIAL EDUCATION PROGRAMS IN THE CENTER FOR EXCELLENCE IN EDUCATION

Dr. Janice M. Schnorr
Director of
The Navajo Special Education Teacher Development Program
and
The Rural Special Education Project

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Northern Arizona University
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A Presentation at
ACRES
5th Annual National Rural Special Education Conference
in Bellingham, Washington

Field-Based Rural Special Education Programs in the Center for Excellence in Education

Dr. Janice M. Schnorr
Northern Arizona University
Flagstaff, Arizona

A presentation at the ACRES Fifth Annual National Rural Special Education Conference on March 22, 1985 in Bellingham, Washington

This presentation focused on the newly developed model for the Center for Excellence (CEE) at Northern Arizona University and the partnerships that are being developed across the university as well as between the university, schools and public agencies. The model cuts across all areas of education including elementary education, secondary education, adult education, special education, vocational education, bilingual/multicultural education and early childhood education. A brief description of the model is presented. The major focus of the presentation centers on the partnerships and strategies that have been developed through two special education training programs that are designed to prepare master's level special education candidates from rural areas throughout Arizona and New Mexico. One project is the Navajo Special Education Teacher Development Program. Twenty-six graduate level Navajo students living near Window Rock, Arizona are currently completing courses through the combination field-based and on-campus program. The other program, the Rural special Education Project, has funded eleven graduate level students from rural areas throughout Arizona and New Mexico. The recruitment and retention strategies used with both of these programs is discussed as is the curriculum including the contents of a new Bilingual/Multicultural course stressing the Navajo. This presentation may be of interest to school administrators and university faculty who are faced with the problems of recruiting, preparing and retaining graduate level students and personnel in special education in rural areas.

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With the passage of Public Law 94-142 came numerous changes in public schools. These changes were difficult to face at times and in some cases changes are still occurring. Change and/or progress is a fact of life. When individuals initiate change, it tends to be perceived with a positive attitude. However, when change is initiated from an outside source it is many times perceived as being a hostile threat to ones eminent domain. Perceptions of change are critical elements especially at the university level where academic freedom is cherished.

Organizational change is probably best implemented within a relatively short time span. Swift action on the part of administrators and specific goal related activitiy contribute to faculty support for change and allow for the development of positive feelings related to change.

Northern Arizona University, with an enrollment of 12,000 students, recently underwent a major reorganization that was characterized by the swift action and goal directed activity described above. At this point in time, a brief history of the historical development of the reorganization will be presented; following this, the two field based programs in special education will be explained along with some specific strategies that are utilized to enhance communications between the Center for Excellence in Education, business, industry and the public schools.

Northern Arizona University is the smallest of three universities in the Arizona State University System. It was founded in 1899 as Northern Arizona Normal School and has been noted in Arizona for producing high quality teachers for the state. The College of Education was organized along traditional lines with a dean and department chairs - Educational Administrations, Curriculum and Instruction, Educational Psychology and Health and Physical Education.

During the past ten years, the College of Education had begun to isolate itself from other colleges and departments within the university. Teacher education courses multiplied rapidly, FTE squabbles occurred, faculty teaching loads and subjects were changed and administrative leadership was ineffective.

In 1982 and 1983 at the National level several reports were issued by private and public groups that clearly indicated the need for reform in public education. The three most prominent reports were:

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1) A Nation at Risk; The Imperative for Educational Reform by The National Commission for Excellence in Education;
2) Report on Federal Elementary and Secondary Education by The Twentieth Century Fund;
3) Action for Excellence by The Task Force for Economic Growth of the Education Commission of the States.

Arizona responded quickly and positively to the recommendations; with the close of 1983 Governor Babbitt issued a report that expressed a concern with Arizona's teacher training institutions and public schools. He appointed a task force on teacher education. At this point in time rumors were running rampant and faculty began to feel paranoid. The rumors included closing all colleges of education within the state of Arizona.

During early February 1984 President Hughes called together a small team of administrators from the Office of Academic Affairs and the College of Education to announce his intension to restructure the College as The Center for Excellence in Education. Several days later he announced it to the entire faculty, the Board of Regents and the State Board of Education. By February 27th the Center was approved by all boards and the Arizona Legislature funded the Center with an additional one million dollars. On April 15th President Hughes appointed, without a search, Dr. George Smith as the Executive Director and Vice President of the Center for Excellence in Education. The establishment of the Vice President's position greatly enhanced the role of the director throughout the university. Dr. Smith was superintendant of schools in the Mesa, Arizona school district. He has a long list of educational service including President of the State Department of Education Board, past President of the Arizona School Administrators, a member of the American Association of School Administrators Board, etc. The appointment of a superintendent of schools with no higher education experience raised the anxiety level of the Center for Excellence in Education faculty members as well as other university faculty.

Dr. Smith's appointment was followed by the appointment of Dr. David Williams, the Flagstaff Public Schools Superintendent, as Assistant Executive Director. Dr. Williams had been on leave from the district to spend a year on the Baylor University faculty. The Assistant Executive Director position has been upgraded to Associate Executive Director and is now on the same administrative level as other college deans. No search was conducted as Williams appointment was an interim appointment for one year.

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The four directors positions were filled with interim appointments without searches also. Three of the appointments came from the Center for Excellence in Education faculty and one, the Director of Research, from the College of Arts and Sciences. The department structure was abolished and area coordinators were appointed; each coordinator receives one-quarter released time for administrative tasks associated with that area. In addition assistant directors of graduate and undergraduate studies were given one-half released time from teaching duties. A copy of the matrix organizational plan appears in Table 1. At its onset on July 1, 1984, the directors began their long and arduous task of determining lines of communication and responsibilities. These are now relatively well established.

Numerous changes have occurred as a result of the reorganization and change in leadership. Three areas of change are addressed below. These included in house changes, on campus changes and off campus developments.

In House Changes

1). Faculty teaching loads were reduced from twelve hours to nine hours.
2). Faculty were requested to devote three hours to a "Center" activity which could include grant writing, research, inservice work, writing etc.
3). Three new copy machines were purchased and all of the old ditto machines were discarded.
4). Telephones were installed in all offices for faculty at university expense.
5). A faculty evaluation committee developed a new faculty evaluation procedure that reflected teaching activities mandated by the university as well as Center activities consistent with the charge of the Center.

On Campus Changes

1). The Associate Executive Director was appointed to the University Academic Council and to the Council of Academic Deans. This increased his power base on campus.
2). A University Liaison Committee was appointed which included members from each college across campus.

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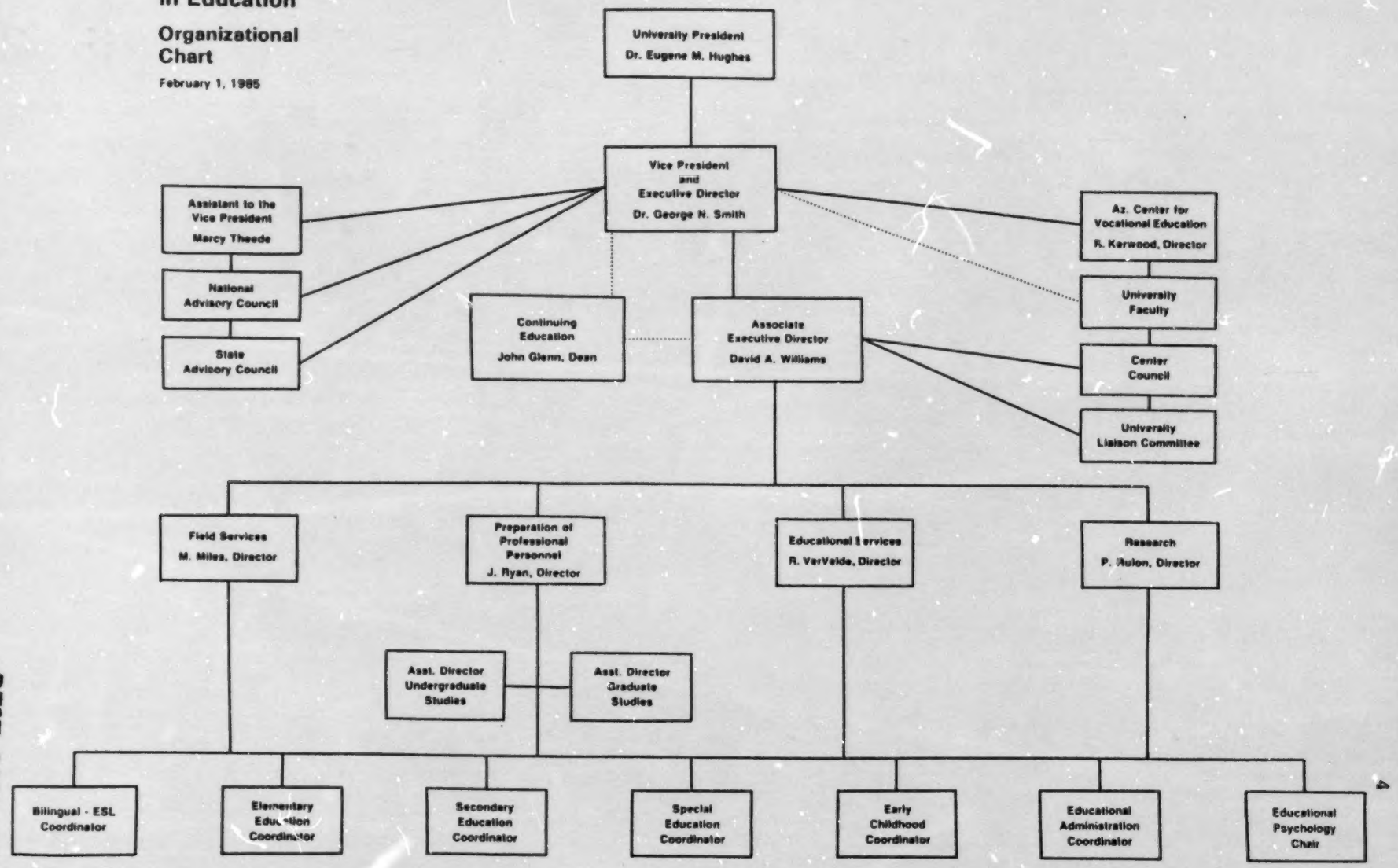
TABLE 1

The Center for Excellence in Education

Organizational Chart

February 1, 1985



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3). The mini grant program operated by the college was opened to the entire university. Three faculty from outside the Center were given mini grants worth five hundred dollars each.
4). The bilingual ESL program coordinator was assigned to the Center on a .75 FTE basis in order to review and revise the interdisciplinary program on campus. The coordinator was normally associated with the English Department.
5). Another professor was borrowed from the College of Design and Technology to develop and field test a staff development program for community college faculty.
6). Cooperative grant writing projects were encouraged.

Off Campus Developments

1). A state wide survey of school needs was conducted. Four hundred twenty-one requests resulted; 70 of these requests have been completed or are currently in progress.
2). Meeting were held with school district administrators to discuss their needs.
3). Special attention was given toward improving relations with state community colleges, especially with those colleges located on the Navajo Reservation.
4). Adjunct professors were recruited to help assist in the teaching of on- site course work throughout the state of Arizona.
5). A state advisory committee consisting of 41 members from education, business, industry and politics was established.
6). Scholarship monies were solicited during the spring of 1985 $20,000 will be given to outstanding education students as an incentive for them to continue their educational pursuits.

The institutionalization of major educational reform at Northern Arizona University has been swift and has been multifaceted. For the most part, these changes have not dramatically affected the field-based programs which have been in operation for more than five years. A report on the progress of the CEE completed during January of 1985, appears in Appendix A. The following sections explain two field-based programs designed to prepare master's level special education teachers.

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Navajo Special Education Teacher Development Program

The Navajo Special Education Teacher Development Program (NSETDP) is a Master's degree Special Education program for Navajo teachers. The program is designed to prepare teachers in the area of special education to work on the Navajo reservation. The project is funded through a Title VI Handicapped Personnel Preparation grant awarded to the Navajo Tribe who in turn subcontracted with NAU to provide the program in order to meet the critical shortage of special education teachers on the Navajo reservation.

The NSETDP leads to a Master's Degree in Special Education. Four different programs of study are available. They include the following areas: (1) learning disabilities, (2) reading and learning disabilities, (3) emotionally handicapped, and (4) mentally handicapped.

The NSETDP contains two different components. One component of the program offers courses on site at Window Rock, Arizona. During the 1984-85 academic year three courses in the Master's degree program will be offered at the Tribal Training Center in Window Rock. Each is briefly described below.

Fall 1984

SPH 558 Speech Correction for the Classroom Teacher

Course Description: Survey of the speech and hearing problems encountered in classroom or in early childhood environments; stress on manifestations of the problems, how they will affect the child's behavior and learning abilities, and what the classroom teacher can do or what services he or she can expect from professional pathologists or audiologists.

ESE 655 Advanced Assessment

Course Description: Identification, needs assessment, prescriptive and educational planning, evaluation of pupil progress, remediation and reporting for exceptional children.

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Spring 1985

ESE 599 CD: Bilingual/Multicultural Aspects of Special Education

Course Description: Analysis of the relationship between bilingual/multicultural education and special education for Native Americans, issues related to identification, evaluation and educational strategies will be explored.

The courses meet on Mondays from 6:00 until 9:50 pm and last for ten weeks. The classes offered in Window Rock are primarily special education courses. The remaining course work is completed on campus at Northern Arizona University during summer sessions.

Component Two of the program consists of course work completed on campus at Northern Arizona University during the summer sessions. Students usually apply for and are granted Tribal Scholarships when attending these summer sessions. Two 5-week summer sessions are offered each summer which allows for some flexibility in attending summer school.

The course offered during the Spring of 1985, ESE 599 CD: Bilingual Multicultural Aspects of Special Education, represents a new addition to the program. It is a course that was specifically developed in response to a request by the Tribe. The course explores bilingual and bicultural aspects of special education in relation to the Navajo. The topics covered in the course include the following:

1. History and philosophy of special education and bilingual education.
2. Major issues in U.S. education, special education and the bilingual education interface.
3. Public Law 94-142 and specific Arizona laws related to special education and bilingual education.
4. Cultural factors related to learning.
5. Formal and informal assessment instruments for special education and bilingual evaluations.
6. Instructional strategies for remediation of bilingual special education students.
7. Community and agency resources for the handicapped on the reservation and in surrounding areas.

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8. Understanding of expectations and values held by peers, parents etc. regarding the purpose of special education for handicapped individuals and specifically bilingual handicapped individuals.

Numerous strategies have been utilized for recruitment and retention of students in this program. Two strategies have been utilized extensively for recruitment of students. These strategies include newspaper articles announcing the project and the sending of information packets to the various schools throughout the region. These have been very effective in recruiting students for the project.

Once recruited students are required to complete a minimum of 12 hours of course work through Northern Arizona University. At this point in time if students are able to maintain a 3.0 grade point average, they are recommended for admission to the program. This reflects special admission requirements for students. Once students are admitted they must maintain a 3.0 grade point average throughout the duration of their enrollment in the project. In addition students must earn a grade of "B" or higher in all special education coursework. In some instances students do need to retake courses if their grade point average falls below a "B" in a special education course.

The Navajo Tribe has been very supportive of this program. During the academic year the student fees are paid for by the project. During the summers the students are able to apply for and receive Tribal scholarships in order to attend at Northern Arizona University. This has enabled numerous students to complete the program within a two year period of time. Without this financial aid students would be unable to complete the program as quickly as they do. During the five year period of time that the program has been in operation, 25 students have graduated. This is an average of five students graduating per year.

Rural Special Education Master's Grant

This master's level training program is designed to meet the needs of rural school districts throughout Arizona. The program is designed (1) to identify rural districts that are experiencing difficulty recruiting and retaining special education teachers and (2) to identify and train special education teachers for these districts.

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Student recruitment for this project focuses on individuals who live in rural settings. Selection preference is given to individuals who (1) live in or near a rural community where a vacancy exists, (2) wish to return to a community in a rural setting where they reside or previously resided, (3) are bilingual or come from a multicultural background, (4) express a desire to teach in a rural setting, (5) currently possess a basic or standard teaching credential in Arizona and (6) have an undergraduate grade point average of 3.0 or higher or score at or above the 25th percentile on the Aptitude or Education portion of the Graduate Record Examination.

Once identified, students select the stipend option they prefer. Each option is explained below:

Option A: The student may attend the university on a full-time basis during the academic year in order to complete the requirements for the program as soon as possible. A stipend of $6,000 is awarded to the student in order to help defray the educational costs associated with the academic year.

Option B: The student may attend NAU on a full-time basis (6 hours per 5 week session for two sessions) during the summers. A stipend of $1,000 is awarded to the student for each five week summer session attended. Additional courses may be taken through NAU field-based programs or other accredited institutions of higher learning as authorized by the Director of the Project.

The Master of Arts programs in Special Education lead toward certification in one or more of the following: learning disability, reading and learning disability, emotionally handicapped and mentally retarded.

Students enrolled in this project complete the same programs of study described above with two exceptions: (1) participants complete course work in a minimum of two certification areas and (2) participants complete two internship experiences in two certification areas (this experience is spread out over a minimum of eight weeks).

Each student's program of study is designed to meet the needs of the student and the district where the student is employed/or will be employed. The programs may vary depending upon the educational background of the student and the certification desired.

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Several strategies have been utilized to recruit students for the Rural Special Education Project. Initially, a newspaper announcement was distributed throughout the state. During the same time period an announcement of the project also appeared in an Arizona Department of Education flyer that was sent to all school districts; and the Council for Exceptional Children Newsletter contained an article regarding the program. Numerous people responded to these announcements of the project.

In addition to the newspaper releases, specific districts were contacted who had previously indicated a need for special education personnel. These school districts were invited to submit names to Northern Arizona University of individuals within their district who would remain and continue to teach in that community. These individuals were given top priority as part of the recruitment effort.

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APPENDIX A

Center for Excellence in Education

Excellence in Action

Northern Arizona University

Progress and Projection

In establishing the Center for Excellence in Education in the late spring of 1984, the major goal was to enrich the quality of education in Arizona by developing a dynamic partnership between Northern Arizona University and the Arizona public schools. Drawing upon the support of state agencies, business and industry and professional organizations, this partnership was envisioned as having the potential for measurably increasing the quality of instruction in the elementary and secondary schools of the state. The report which follows is designed to review the progress made during the first semester of operation of the Center. Projections of future activities are also provided.

The Center was inaugurated as a response to the declining state of intellectual competence of high school graduates as reported by several national, regional and state surveys. In developing this response, our first task was an analysis of our own teacher preparation programs, an analysis that prompted us to dismantle our College of Education with its long-established curricular emphasis on methodology at the expense of subject matter competency. As described in this report, significant progress has been made in reversing this position with the integration into the revised Center curricula of faculty and courses from the other schools and colleges within the university, especially the colleges of Creative and Communication Arts, Social and Behavioral Sciences and Arts and Science. As a consequence, the preparation of school personnel is now the responsibility of the entire university faculty either directly as teachers of teachers or indirectly as course consultants.

Several research programs have been instituted to study special problems in education, such as bilingual education. A lecture series addressing the broader aspects of education has also been instituted. In addition, center personnel have responded to requests from school districts throughout the state for specific assistance ranging from tailor-made courses to searches for school administrators. To date, several field sites have been established and the addition of new field sites will proceed expeditiously during this year in order to provide needed on-site services more efficiently and more effectively.

Although a number of special project proposals have been submitted to federal agencies and private foundations, the decision package entitled "Frontiers in Educational Leadership and Scholarship Programs" recently submitted to the legislature represents a vital component of the ongoing costs of expansion and improvement of the Center's educational programs and activities..

As the Center continues to gain state and national recognition and acclaim, focus must be maintained on its primary objective, the development of the highest quality educational programs for students in the public school system of Arizona. Working together in partnership, I am confident of incomparable success in this quest.

EUGENE M. HUGHES, *President*
Northern Arizona University

A Partnership for Change

The success of the Center for Excellence in establishing itself as a major force for the improvement of education is clearly documented in the following report. In only one semester, the Center has produced many concrete achievements in the reform of teacher preparation programs and improvement of public school access to state-of-the-art educational expertise.

The Center's programs have had a strong positive impact on Arizona's educational system and have provided an exemplary model for teacher preparation programs throughout the United States.

One measure of the Center's success has been the dramatic increase of enrollment in NAU education courses after the Center opened in the fall of 1984. Total credit-hours taken on campus increased more than seven percent and off-campus enrollment jumped nearly 63 percent above that of 1983.

The Center's staff is proud of its record and wishes to acknowledge the equally important role of business, industry, government, the public schools, NAU faculty, and the many interested individuals who have contributed to our success.

The Center invites continued community involvement and support of its programs, for we believe that only through an effective partnership can we achieve the sustained excellence in education that today's society demands.

GEORGE N. SMITH
Vice President and
Executive Director
Center for Excellence in Education

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Excellence in Action

Team/Leadership Matrix

The task force to implement the Center for Excellence in Education recommended a team/leadership matrix organizational structure. This structure established organizational units designed to accomplish the mission of the Center, to utilize more fully the diverse talents of the university faculty and to provide more satisfying job assignments.

The activities and programs of the Center are distributed through four divisions: (1) Preparation of Professional Personnel, (2) Research, (3) Field-Based Programs, and (4) Educational Services. For most faculty, the major time commitment is to the Division for Preparation of Professional Personnel because this division includes the instructional activities required for all degree and certification programs. However, each faculty member may spend at least one quarter time participating in Center activities related to the other three divisions. For example, a faculty member desiring to participate in research activities related to field-based programs could work in as many as three of the Center's four divisions.

Faculty members are encouraged to diversify their activities over a period of time to gain a greater understanding, appreciation and commitment to the mission of the Center. An evaluation system is being developed to recognize and reward successful and productive faculty members in assigned as well as self-selected roles. The organizational structure of the Center provides and encourages an atmosphere of intellectual creativity that exemplifies the concept of educational excellence.

David A. Williams
Associate Executive Director
Center for Excellence in Education

Division of Research: Dr. Philip R. Rulon, Director

The primary responsibility of the Division of Research is to initiate, manage and publish research pertaining to the Arizona school system and to communicate on matters of educational research with school personnel, government agencies, research foundations, and professional organizations. The division also is responsible for faculty-development programs and the preparation of grant proposals. During its first semester of operation, the division produced significant accomplishments in all three areas.

Research

A survey of future needs for science and mathematics teachers in Arizona was conducted through a cooperative effort by faculty of the Center, the Department of Biology and the Department of Physics. The survey targeted 218 school districts in which administrators from each district were asked to estimate the number of teachers needed in each discipline through 1987 and to comment on the kind of preparation those teachers should have. The success of the project was indicated by the Arizona Board of Regents in their commissioning of similar surveys in other subject areas. A follow-up survey on the available supply of math and science teachers through 1987 is in progress.

Two education needs surveys on the Navajo and Hopi reservations have been completed by the Center and the results are being used to organize the first high school on the Hopi reservation.

Three research seminars were held during the fall semester. One explored the improvement of management in schools; another covered pre-school training programs for administrators; a third, developed in cooperation with the Department of Mathematics, examined ways to improve a summer program for teachers to earn certification in mathematics.

Faculty Development

A comprehensive 39-point master faculty development has been written. Programs to be developed include an international faculty exchange; designation, recognition, and reward of senior scholars within the Center; promotion of faculty publication; improvement of academic rigor in classroom work; and nationwide invitations to post-doctoral fellows to conduct education research at NAU.

A "Blue-Ribbon Lecture Series" has been initiated to bring outstanding educators to NAU to discuss critical education issues of our times. In October, Dr. Michael Krist of Stanford University discussed "Reform in Education." In November, Dr. Paul Resta of the University of New Mexico spoke on "The Impact of Technology on School Curriculum." In December, Dr. Fenwick W. English of Lehigh University addressed the topic of "Significant Curriculum Reform: Strategies and Issues." A January symposium on "The International Dimension of Schooling" was chaired by Dr. Franklin Parker of West Virginia University.

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A cooperative program has been developed among NAU, the University of Massachusetts, the National College of Education and the American Institute for Foreign Study that will enable NAU to extend its faculty development program to public school personnel through a study tour in comparative education. The five-week tour will take educators to Great Britain, France, Switzerland, Belgium and Germany to study educational practices.

Grant Proposals

Several proposals have been generated by the division in its first semester of operation. A decision package entitled "Frontiers in Educational Leadership and Scholarship Programs" has been submitted to the Arizona Legislature.

A major proposal to create a national center for research in bilingual education at NAU was developed through the cooperative efforts of the Center for Excellence, the College of Arts and Sciences and a panel of language-education experts from across the United States and Canada. The National Institute for Education will fund this 5-year project at a Southwestern university for approximately $2 million annually.

A request to the National Endowment for Humanities has been prepared in cooperation with the NAU Department of History to retrain and motivate high school teachers in the teaching of the U.S. Constitution.

A Special Education Scholarship proposal was submitted that would establish NAU as a leader among Arizona universities for special education programs.

A proposal to the Graduate and Professional Opportunities Program will create a scholarship fund for minority students pursuing doctorates.

A planning-grant application has been submitted to establish a national vocational education center at NAU.

Fifteen $500 mini-grants have been awarded to NAU faculty to assist individual research projects addressing educational improvement activities.

Preparation of School Personnel Division: Dr. Joseph Ryan, Director

The Division of School Personnel is responsible for providing superior programs to prepare future teachers, counselors, and school administrators. This division implements the recommendations of the Governor's Task Force on Teacher Education regarding the intensification of academic rigor in course content and the streamlining of education methods courses. Concurrently, the division administers the established programs of the former NAU College of Education for students who were enrolled before the college was reorganized as the Center for Excellence in Education.

One of the most significant accomplishments of the division during its first semester of operation was the analysis of all undergraduate education courses in terms of competencies, or specific skills, to be learned by students in each course. The description of courses in competency terms makes possible a revision of the education-degree program through identification and elimination of redundant material in methods courses. The analysis also provides the basis for development of a course in generic teaching behaviors, those skills required in any education specialty at any level. Additional input to the revision of the education curriculum is being solicited from the public schools and professional associations.

The Center staff is conducting substantive discussions with faculty of the College of Arts and Sciences and several other NAU departments to insure that education majors will have the same academic requirements in basic studies as students in other disciplines.

The division is cooperating with the Department of Biology to use outstanding graduate science students in selected public schools to help cooperating teachers present exemplary science lessons.

A more extensive school-based program entitled "Program for Learning Competent Teaching," also has been initiated. The program replaces six reading, language arts and teaching-practice courses by integrating course work and field experiences in elementary classrooms. Education students will work in the public-school environment for four hours a day, five days a week. A mobile unit is set up at the school for participating students to receive classroom instruction for this 14-credit program. As the semester progresses, students will spend increasing amounts of time observing and working in class with volunteer cooperating teachers.

This program provides education students with experiences unavailable through traditional course work. Theoretical knowledge gained in the classroom can be immediately applied in the classroom, greatly enhancing the students' sense of the relevance of classroom instruction. A second major advantage will be the students' opportunity to gain real classroom experience—to find out if they like teaching—much earlier in their academic careers than was previously possible.

Two NAU professors will conduct the classroom instruction and closely

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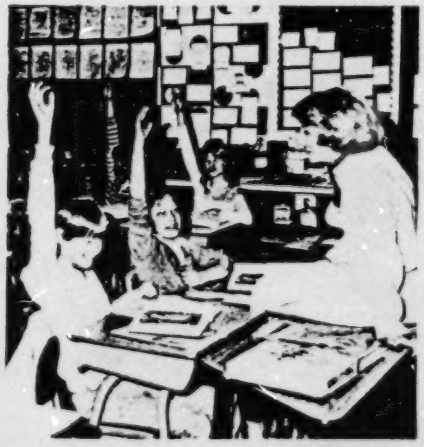
supervise the students' work with cooperating teachers. The professors also will present seminars for the cooperating teachers for academic credit. This close coordination will insure that the hands-on experience gained by the students conforms to the standards of the Center for Excellence.

Another innovative procedure begun to help determine individual suitability for a career in education is the early administration of the Arizona Teacher Proficiency Examination. Successful completion of this test is required for teacher certification in Arizona. Administering the test before students enter the professional-preparation program eliminates a significant concern for those who pass it. Those who fail are required to review their deficiencies in a structured, 16-hour tutorial created to improve their grammar, reading and mathematical skills. Students who fail the test a second time are counseled to re-direct their career goals.

The division has a cooperative agreement with the College of Design and Technology to work with Arizona's community colleges to improve the teaching skills of their faculty. Community college instructors are frequently experts in their disciplines but have little formal background in education practices. Courses are being offered through the Center to help these instructors use current educational expertise in their classes.



Division of Educational Services: Dr. Ray B. Ver Velde, Director

This division provides information and direct services to Arizona's pubiic schools to implement the Center's commitment to improve the quality of education by making state-of-the-art educational expertise available to Arizona's teachers and administrators.

During its first semester of operation, the division has contacted more than 1,400 professional school personnel to inform them of the services available through the Center and to determine their needs.

From these contacts, 421 requests for assistance were received. To date, the division has served more than 70 schools by providing workshops for teachers, cooperative evaluations, conferences and self-study classes.

To assist Arizona schools wishing to achieve accreditation by the North Central Association of Colleges and Schools, the division has established self-study courses to enable school personnel to analyze their programs in terms of NCA standards and to make the necessary adjustments to meet those standards. Springerville, Ganado, Flagstaff, Cottonwood, Safford and several schools on the Navajo and Hopi reservations have started self-studies and other programs are planned. The following is a representative list of the districts the division is assisting and the programs being offered.

Flagstaff: A course entitled "Helping Teachers Use Writing" has been initiated to enrich teachers' writing skills and to develop more effective ways to improve student writing. Through instruction by NAU faculty, district personnel and guest lecturers, and by sharing among themselves, the participants are learning wholistic evaluation techniques, implementing journal writing and editing in classes, publishing student work and exploring tools to develop writing skills in addition to the traditional "red pen" methods.

Tucson: A project has been started in the Sunnyside District to improve science-teaching techniques and to help teachers select appropriate books and materials.

Ganado: Master teachers are being taught to observe and assist colleagues in instructional improvement processes.

Yuma: An evaluation of the district's special education program is underway.

Prescott: Workshops on language experience are being conducted for teachers.

Window Rock: Instruction in discipline techniques has been provided for teachers

White River: Seminars on classroom motivation are being conducted for teachers.

Moencopi Day School: A program has begun to organize and prepare teachers to work in a small, multigrade school on the Hopi Reservation.

Globe: A program of curriculum revision and training substitute teachers has been started.

Verde Valley: A project has begun to solicit and develop parent input into school curriculum.

The division is also administering various state-wide educational activities. A career ladder conference was

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held to share information among 16 school districts whose preliminary proposals for developing teacher advancement and retention programs had been accepted by the state. The division is working with the Gover[illegible]or's Block Grant Committee to deve[illegible]p an evaluation and accountabilit[illegible] system for the use of block grant funds in Arizona schools. An "Academic Decathlon" has been organized in which students from high schools throughout the state will compete in contests of general academic knowledge. A Science Exploratorium is being created at NAU where students from the public schools can get hands-on experience with scientific exhibits and materials.

Another cooperative endeavor between the School of Communications and the Center has resulted in an award-winning publication called "Excellence in Teaching." Produced by journalism and education students under the supervision of Center staff, this nationally distributed quarterly journal focuses on innovations within the teaching profession and gives school personnel an opportunity to share new, positive experiences with their colleagues.

The division is working with the community colleges and high schools throughout the state to recruit top-quality students for the Center for Excellence. A High School Senior Day is planned for the spring semester.

Division of Field-Based Programs: Dr. F. Michael Miles, Director

The Division of Field-Based Programs is establishing Regional Education Sites throughout Arizona to offer degree programs to students with limited opportunities to attend classes on campus. It also provides special-needs classes tailored to a district's specific needs and goals.

During its first semester of operation, the division has established advanced-degree programs at eleven field sites and provided special-needs classes at six others. Negotiations are in progress to establish a site in every Arizona county.

The division has contracted with 50 percent of the center's faculty to teach at least one off-campus course this year. To complete the staffing of the regional sites, the division has hired 50 adjunct faculty from the respective regions.

The regional site at Yuma was the first to be operational and currently has the most complete course offerings. Seventeen classes are available for undergraduate, master's and doctoral credit. The site also has a full-time advisement center to help students tailor their programs to specific needs and interests. 114 students were enrolled at Yuma during the fall semester of 1984.

In addition, a site is serving the White Mountain area through facilities at Northland Pioneer College, the Show Low Unified School District, and another site has been established in Phoenix to coordinate programs in central Arizona counties. A special 36-hour master's degree program in bilingual education and English as a second language has been started in Nogales. This is the first field program to offer a complete curriculum on site.

Another bilingual education program for undergraduate and master's credit is being offered in Globe through a cooperative agreement with Gila-Pueblo Community College and the Globe Unified School District. A similar agreement with the Navajo Com-

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munity College will provide 12 graduate-level classes at Tsalie to serve the Navajo and Hopi reservations.

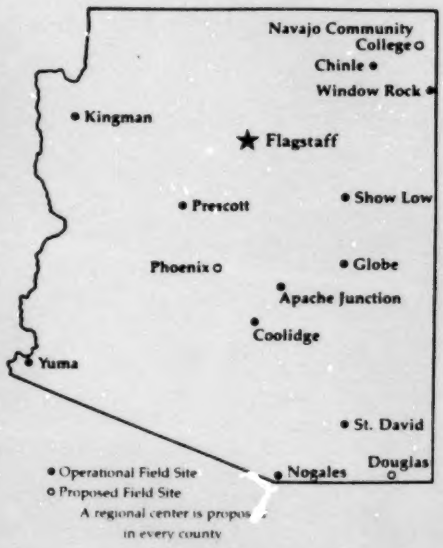
Besides coursework leading to degrees, the regional sites offer special needs classes to school personnel in such subjects as school finance, curriculum development, data processing, management and multi-cultural education.

The division also is active in developing projects to improve education in isolated and rural areas. Sites have been established in Patagonia, Supai Canyon, Colorado City and Page for about 50 students to receive instruction via radio satellite. A return-transmission system is being developed to allow two-way communication between outlying students and university faculty.

The division also has initiated the development of an Arizona Administrative Assessment Center where comprehensive evaluation of aspiring administrative personnel will provide the basis for individualized preparatory coursework. The Center will enable future administrators to move as quickly as possible through classroom work to on-the-job experience.

The Division of Field-Based Services, also coordinates the placement of student teachers, administrative interns and education field workers. During the fall semester the division placed and supervised 124 student teachers in 35 districts, 37 administative interns in 26 districts and 430 education field workers.

To assure availability of materials for students in its program, the division has developed cooperating agreements to make NAU library materials available to public and community college libraries near the regional site.



Arizona Center for Vocational Education: Dr. Robert V. Kerwood, Director

The Arizona Center for Vocational Education, under the auspices of the Center for Excellence, continues to administer more than 60 vocational-education programs, to conduct research in vocational education, to provide competency-based curriculum information, to survey vocational education needs and to host numerous conferences throughout the year.

Advisory Councils

The State Advisory Council, composed of leaders from business, industry, government, education and minority interest groups, assists in communicating the Center's mission and serves in an advisory capacity.

State council members met in November on the NAU campus and received a tour of the recently remodeled Eastburn Education Building. Members also met with President Eugene M. Hughes, received an overview of the Center's mission, heard reports of the first one hundred days of the Center's activities, and reviewed goals and priorities.

A second meeting of the State Advisory Council will be held in February in Mesa. Committee activities will be initiated and Anthony Cosmano, Arizona's Teacher of the Year, will present a keynote address.

The National Advisory Council membership is now being established with the first meeting slated for April. Educational leaders from across the nation will be involved in reviewing programs implemented to date and advising the Center on its three- and five-year plans. The national council will also assist in the development of a professional monograph series.

The University Advisory Council is composed of prominent NAU administrators and faculty members. The major function of this council is to review and recommend program changes and new course/program proposals.

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